TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

***Note:** Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal).Pay particular attention to the award criteria; they explain how the application will be evaluated.*

PROJECT	
Project name:	[Reimagining Vocational Education and Entrepreneurship through Indigenous Knowledge and Resilience]
Project acronym:	[Africa Re Work]
Coordinator contact:	[Ohiane Uranga], [DEFOIN]

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PROJECT SUMMARY

Project summary *(in English)*
See Abstract (Application Form Part A).

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1. RELEVANCE

1.1 Background and general objectives

Background and general objectives
Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.
Describe the background and rationale of the project.
How is the project relevant to the scope of the call? How does the project address the general objectives of the call?
What is the project's contribution to the priorities of the call (if applicable)?

Skills-to-Income Pathways Beyond Formal Education

Millions of adults across Sub-Saharan Africa wake each morning to work that will never appear on a school transcript or be recognised by a vocational credential. They are digital entrepreneurs building payment solutions from lived experience with financial exclusion, informal traders using social media to reach customers across borders and small business owners managing complex supply chains with remarkable financial acumen despite limited formal training. Yet when we refer to education and skills development, these realities and the competencies they represent, largely disappear. The situation is more complex than numbers initially suggest. While literacy rates in Sub-Saharan Africa improved from 64% to 69% between 2015 and 2023, the absolute number of adults without basic literacy skills still reached 217 million, a consequence of rapid population growth (UNESCO, 2024). This educational progress coexists with a persistent economic reality: 85.8% of employment in the region operates outside formal systems, with Tanzania and Nigeria exceeding 93%. What emerges is a paradox: workers gaining literacy skills in economies where formal credentials hold far less weight than practical competence (UNESCO-UNEVOC, 2024; Brookings Institution, 2025).

From Indigenous Knowledge to Structured Adult Learning Pathways

The Africa Re Work project begins with something fundamental: respect for what people already know. Across participating African countries, established indigenous knowledge systems and entrepreneurial practices enable workers to respond effectively to environmental pressures, market fluctuations and livelihood diversification, particularly in digital commerce, craft enterprises and service development (UNESCO, 2024). These practices are neither simplistic nor new. They have been refined through experience, validated by results and they continue to sustain livelihoods across communities. Rather than dismissing this practical expertise, the project treats it as foundational to meaningful vocational education. Over 30 months, 6 African and 4 European countries will be collaborating to embed indigenous and digital entrepreneurial practices into modular vocational training, formally validate skills developed through lived work experience and align learning directly with real economic opportunities in local communities where people live and work.

To achieve this, the project directly addresses Erasmus+ Capacity Building priorities in VET by strengthening how vocational systems are governed, enhancing quality assurance and building educator capacity. It reaches 120 learners through targeted microlearning while upskilling at least 60 educators through peer learning networks in the form of Educator Support Units. Equally important, it brings employers into the conversation through 6 Public–Private Dialogue Forums, so that at least 30 employers actively shape how training is designed and delivered. Work-based learning sits at the heart of this approach, with 3 different placement pathways engaging 60 participants in real work environments. The project also integrates digital, green and innovative skills, areas increasingly central to African economies, using tools and methods suited to low-resource contexts where connectivity is limited. It deliberately prioritises inclusion by reaching adults aged 25+, informal and rural workers, women (at least 40%), young people (20%) and persons with disabilities (at least 10%). EU–Africa Global Gateway commitments and regional policy frameworks shape this effort as innovations from

Tanzania, Kenya, Rwanda, Ghana, Nigeria and South Africa will gain the capacity to spread beyond these countries and be adapted elsewhere across the continent. But the foundation remains grounded in local realities, while still maintaining the quality standards and equity principles Europeans expect.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives
Please address the specific conditions/objectives set out in the Call document/ Programme Guide, if applicable.
Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address?
The objectives should be clear, measureable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

Needs Analysis & Strategic Alignment:

Africa Re Work rests on a comprehensive needs analysis revealing the structural inefficiencies that weaken the relevance, accessibility and labour-market alignment of vocational education and training across Sub-Saharan Africa. Evidence demonstrates that indigenous knowledge systems, central to agriculture, construction and crafts, remain excluded from formal training and qualification systems (Roy et al., 2024), particularly in Tanzania and Rwanda and similarly in Kenya, Ghana, Nigeria and South Africa, despite alignment with African Union Agenda 2063 and EU–Africa partnership priorities (European Commission, 2025). Entrepreneurship education presents another critical gap: even though necessity-driven enterprises are widespread, business skills and coherent training pathways remain weak (Odeyemi et al., 2024), notwithstanding national strategies in Tanzania, Rwanda and South Africa and Global Gateway priorities in Ghana and Nigeria that emphasise labour-market relevance. Women entrepreneurs face compounding barriers with limited access to technical training and rigid delivery formats (Graca Machel Trust, 2024; UNCTAD, 2025) while micro, small and medium-sized enterprises struggle as a result of severe management and digital skills deficits, with only 27% formalised across Africa (African Union, n.d.). Informal apprenticeships, which represent up to 90% of skills development, also lack recognition and quality assurance (Ngyah-Etchutambe et al., 2022), a challenge documented in Rwanda and Kenya and aligned with EU priorities on skills mobility (ICMPD, 2024).

Project Objectives and Indicators:

To address these gaps, Africa Re Work establishes a coherent set of objectives focused on the structural challenges documented across participating countries. Each objective converts documented labour-market evidence and institutional weaknesses into measurable actions aligned with the call's specific priorities. The table below connects these objectives to indicators and targets, moving logically from documented challenges to concrete, verifiable outcomes at learner, institutional and system levels.

Project Objectives	Indicators	Unit	Baseline → Target
Objective 1: Generate evidence on labour-market needs and indigenous technologies to inform adult-oriented VET curricula	Labour market and skills gap analyses completed across participating African countries	Profiles	0 → 6 (1 per African country)
	Indigenous technologies and livelihood practices documented and mapped for curriculum integration	Practices	0 → 35–40 distinct skills/processes
	Stakeholders consulted, including informal-sector actors, employers and community leaders	Persons	0 → ≥150
	Total modular units produced integrating indigenous practices and competence frameworks	Units	0 → 10
	Multilingual OER curriculum packages produced with offline capability	Packages	0 → 6 localised packages (EN + ≥1 local pathway per country)
Objective 3: Strengthen institutional and educator capacity to	VET educators and administrators trained using DigCompEdu and Africa Re Work microlearning	Persons	0 → 60

deliver inclusive, competency-based adult learning	Educator Support Units established to sustain peer learning and curriculum use	Units	0 → 6
	Educators participating in ongoing peer learning through Support Units	Persons	0 → ≥60
Objective 4: Institutionalise recognition of indigenous skills and informal experience through RPL and work-based learning	Recognition of Prior Learning (RPL) frameworks formally adopted	Frameworks	0 → 6
	Enterprises and organisations engaged in structured collaboration agreements	Organisations	0 → 60 (mapped) and ≥30 formal collaboration letters
	Work-Based Learning placements implemented in real economic environments	Placements	0 → 60 (≥90% completion)
	Learners from underrepresented groups engaged in all programme activities	Persons	0 → 120 (women: ≥40%; youth ≥20%; persons with disabilities: ≥10%)
Objective 5: Scale impact, policy uptake and sustainability of indigenous-technology-based VET approaches	Stakeholders reached through digital dissemination and events	Stakeholders	0 → 40,000
	National multiplier events and European policy conferences organised	Events	0 → 7 (6 national + 1 European final conference)
	Community of Practice established and policy outputs produced	Members / Outputs	0 → ≥ 1 Employer CoP; 6 policy briefs + 1 Global White Paper

Table 1. Africa Re Work Objectives and Indicators

#@COM-PLE-CP@#

1.3 Complementarity with other actions and innovation — European added value

Complementarity with other actions and innovation

Explain how the project builds on the results of past activities carried out in the field and describe its innovative aspects (if any).
Explain how the activities are complementary to other activities carried out by other organisations (if applicable). Illustrate the trans-national dimension of the project; its impact/interest in the EU area; possibility to use the results in other countries, potential to develop /cross-border cooperation among Programme countries and Partner countries, if applicable, etc.
If your proposal is based on the results of one or more previous or ongoing projects, please provide precise references to these projects.

Positioning of Africa Re Work within the EU-funded VET and Skills Ecosystem

The project is situated within a dense and dynamic ecosystem of EU-funded initiatives addressing vocational education and training, skills development, employability and private-sector engagement in Africa. Rather than duplicating existing efforts, it is intentionally designed to complement and extend the results of major EU and Erasmus+ initiatives by focusing on last-mile implementation: microlearning, educator capacity, Recognition of Prior Learning (RPL) and Work-Based Learning (WBL). The initiatives below represent clear opportunities for mutual learning and cross-examination, particularly in countries where geographic and thematic overlap exists.

Initiative	Core Focus	Complementarity & Synergies
Team Europe Initiative on Opportunity-Driven Skills and VET in Africa (TEI OP-VET) Duration: 2024–2029 Partners: Enabel, Expertise France, EDUFI, GIZ	Aligns national VET systems with large-scale, investment-driven employment opportunities under the Global Gateway, particularly in infrastructure, manufacturing, energy and strategic value chains.	TEI OP-VET operates mainly at macro/meso level, while Africa Re Work targets micro-enterprise and informal sector formalisation. Africa Re Work Employer Communities of Practice can provide ground-level labour-market intelligence, while its RPL frameworks support recognition of informal skills in TEI OP-VET priority sectors. Strong geographic overlap enables direct coordination.
GSMESKILL	Strengthens green	GSMESKILL's green sector focus is

Funding: Erasmus+ Capacity Building Duration: 2023–2025 Partner Countries: Nigeria, Kenya, South Africa	entrepreneurship and sustainable SME development through digital upskilling and sector-specific training in green and circular economy domains.	complemented by Africa Re Work's cross-sector EntreComp and DigComp-based curricula, enabling transfer across economic domains. Africa Re Work multilingual OER can integrate with GSMESKILL's e-learning platform and joint employer engagement can reduce duplication and expand mentoring networks.
Kilimanjaro VET Duration: 2023–2025 Partners: Finnish and Estonian VET providers, Tanzanian TVET institutions in Moshi region	Builds the capacity of VET educators through inclusive pedagogy, experiential learning and digital skills development in Tanzanian TVET institutions.	Kilimanjaro VET strengthens individual educator capacity, while Africa Re Work institutionalises these gains through Educator Support Units, DigCompEdu-based coaching and sustainability mechanisms. Shared work in Tanzania allows coordination between educator training and curriculum rollout, avoiding overlap and increasing impact.

Table 2. Complementarity with Key EU-Funded Initiatives

Trans-National Dimension and EU Added Value

Transnational impact takes shape through mutual learning between Programme and Partner countries. European expertise in competence-based vocational education, quality assurance and modular design meets African knowledge of informal economies, multilingual delivery and indigenous practices, a combination that strengthens how both regions approach vocational development. The partnership draws on established European reference frameworks: the European Qualifications Framework (EQF), the Entrepreneurship Competence Framework (EntreComp), the Digital Competence Framework for Citizens (DigComp) and the European Framework for the Digital Competence of Educators (DigCompEdu) to reinforce EU relevance, portable qualifications and evidence-based policy decisions. Moreover, the project's modular design enables broader reach and impact. Microlearning tools, practical toolkits and recognition methods are developed for scalability and adaptation across African countries and European regions facing comparable challenges. Equally significant is the establishment of sustainable networks through an Employer Community of Practice and policy dialogues, structures that facilitate ongoing cooperation and collaborative initiatives extending beyond the initiative itself.

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2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

Concept and methodology

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the project design and implementation'.
Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project's objectives.

Concept and Methodological Framework

The project recognises that informal work, indigenous economic practices and experiential learning are central to adult economic activity across the participating African countries. Rather than replacing these realities, it treats community-based knowledge, uneven digital access and non-linear learning pathways as conditions vocational education and training systems must address. The methodology links labour-market evidence, indigenous practices, curriculum design and institutional capacity building into a single reform pathway. The approach begins with participatory labour-market analysis and mapping of indigenous technologies to identify real practices and skill gaps. This evidence informs the design of modular vocational microlearning that integrates entrepreneurship and digital competences, tailored to adult learners with work and family responsibilities. Piloting and iterative evaluation will keep learning closely connected to practice. In parallel, Africa Re Work will strengthen institutional capacity through educator development, recognition of prior learning, quality assurance and employer dialogue.

Work Packages and Alignment of Objectives

Project activities are organised through interlinked Work Packages that collectively address the

objectives of the action:

1. Curriculum Development and Training Material Design (WP2)
WP2 translates documented labour-market evidence and indigenous skills into modular vocational curricula aligned with Objectives 1 and 2. Core activities focus on ensuring that microlearning modules ground themselves in real economic activity, incorporate indigenous practices, embed EntreComp and DigComp frameworks and remain accessible via multilingual, offline-capable materials (T2.1-T2.4).

2. Capacity Building and Institutional Reform (WP3)
WP3 strengthens the capacity of VET educators and institutions to deliver inclusive, competency-based adult learning, fulfilling Objective 3. Professional development for educators, aligned with DigCompEdu, is complemented by the establishment of Educator Support Units, RPL policy frameworks and quality assurance structures. Together, these mechanisms create conditions for consistent programme delivery, institutional ownership and sustained adoption of evidence-based methodologies (T3.1-T3.4).

3. Private Sector Engagement and Work-Based Learning Integration (WP4)
WP4 embeds vocational learning within real economic environments, directly addressing Objective 4. Enterprise mapping, structured work-based learning frameworks and employer partnerships connect training to employment pathways, reinforcing the relevance and credibility of VET for adult participants (T4.1-T4.4).

4. Dissemination, Exploitation and Policy Uptake (WP5)
WP5 extends institutional impact beyond the consortium partnership, fulfilling Objective 5. National and European convenings, policy briefs and evidence-driven storytelling campaigns translate implementation findings into actionable inputs for policy reform, practice innovation and strategic investment in vocational education transformation (T5.1-T5.5).

Geographic Focus and EU Added Value

Africa Re Work targets Sub-Saharan Africa, where informal employment dominates and vocational systems struggle with relevance, skills recognition and employer engagement. The selection of Tanzania, Rwanda, Kenya, Ghana, Nigeria and South Africa balances least developed contexts, regional hubs and economies linked to major investment priorities. For participating European countries, the project offers clear added value by applying and testing European competence frameworks, recognition of prior learning approaches and quality assurance models in contexts shaped by informality and limited resources. Joint work on curricula, institutional reform and employer engagement generates transferable knowledge for European regions facing similar challenges, such as rural areas, migrant labour markets and adult upskilling. Through co-creation and shared responsibility, Africa Re Work strengthens international partnerships and positions European institutions as contributors to inclusive, practice-oriented innovation in vocational education and training.

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2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy
Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.
Describe the methods to ensure good quality, monitoring, planning and control.
Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.

Quality Assurance, Planning and Timely Implementation

Africa Re Work maintains high implementation standards through a structured coordination, monitoring and quality framework under WP1, led by DEFOIN (Spain). Governance is managed through a Project Steering Committee with clear accountability, supported by a cloud-based Project Management Information System for real-time tracking of tasks, deliverables, milestones and finances. Planning and control rely on a detailed implementation plan, Gantt chart, monthly steering meetings, 8-monthly reviews and milestone validation, complemented by quarterly budget monitoring, internal audits and a continuously updated Risk Register. Quality management is led by Eurotraining (Greece) through a Quality Assurance Plan adopted in M2, with defined criteria, peer-review procedures and documentation standards, thereby guaranteeing that all major deliverables undergo dual peer review and meet consistent quality and methodological requirements.

Work Package (WP Leader)	Indicator (Quantitative / Qualitative)	Unit of Measurement	Baseline → Target
WP1: Project	Deliverables reviewed under	% of	0% → 100%

Coordination, Quality Assurance, Impact & Sustainability WP Leader: DEFOIN (ES); QA Lead: Eurotraining (EL)	the Quality Assurance Plan (Quantitative)	deliverables	
	Average quality score of deliverables (Quantitative)	Score (0–100)	N/A → ≥80/100
	Budget variance from approved plan (Quantitative)	% variance	0 → ≤ ±5%
	Partner assessment of coordination and governance effectiveness (Qualitative)	Narrative / rating	N/A → Positive assessment
WP2: Curriculum Development and Training Material Design WP Leaders: HBC (FI), ECA (NI)	Labour-market and skills gap analyses completed (Quantitative)	Profiles	0 → 6
	Indigenous technologies and practices documented (Quantitative)	Skills / processes	0 → 35–40
	Pilot learners completing microlearning modules (Quantitative)	Learners / %	0 → 120 (women: ≥40%; youth ≥20%; persons with disabilities: ≥10%)
WP3: Capacity Building and Institutional Reform WP Leaders: Eurotraining (EL), Rwanda TVET (RW), TVET Authority (KE)	VET educators and administrators trained (Quantitative)	Persons	0 → 60
	Recognition of Prior Learning (RPL) frameworks formally adopted (Quantitative)	Policy frameworks	0 → 6
	Educator confidence in competency-based and inclusive teaching (Qualitative)	Self-assessment	N/A → Demonstrated improvement (DigCompEdu-based)
WP4: Private Sector Engagement and Work-Based Learning Integration WP Leaders: SACIT (SA), BUNI (TZ)	Enterprises engaged in structured collaboration (Quantitative)	Organisations	0 → 60 mapped; ≥30 formal collaboration agreements
	Work-Based Learning placements implemented (Quantitative)	Placements	0 → 60
	Employer satisfaction with learner preparedness (Qualitative)	Feedback	N/A → Positive assessment
WP5: Dissemination, Exploitation and Policy Uptake WP Leaders: SYNCNIFY (FR), Hapa Space (GH)	Stakeholders reached through dissemination activities (Quantitative)	Stakeholders	0 → 40,000
	National multiplier events and European conferences delivered (Quantitative)	Events	0 → 7 (6 national + 1 European final conference)
	Policy relevance of outputs perceived by stakeholders (Qualitative)	Narrative feedback	N/A → Positive feedback

Table 3. Evaluation Methods and Indicators by Work Package

Quality monitoring will be formally documented through 3 Quality Monitoring Reports (M12, M20, M30) assessing compliance, documentation quality and evidence collection across work packages. All major outputs will undergo structured peer review prior to submission, embedding high standards of relevance, coherence and accountability while delivering results on time and in line with Erasmus+ expectations.

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2.1.3 Project teams, staff and experts

Project teams and staff

Describe the project teams and how they will work together to implement the project.
List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc — use the same profiles as in the detailed budget table, if any (n/a for prefixed Lump Sum Grants)) and describe briefly their tasks. Provide CVs of all key actors (if required by the Call document/Programme Guide).

Name and function	Organisation	Role/tasks	Professional profile and expertise
Daniel Zarco, Legal Representative & Director	DEFOIN (ES)	Strategic and legal oversight	Education and training professional with over 25 years' experience in VET leadership and institutional management.
Jesús Chicharro, Head of Administration & Finance	DEFOIN (ES)	Financial coordination	Finance and administration specialist with extensive experience managing accounts for education and training programmes.
Ohiane Uranga Pascual, EU Projects Coordinator	DEFOIN (ES)	EU project coordination	Senior EU projects coordinator with long-standing experience in Erasmus+ programmes, training and capacity building.
Belén González de la Parra, Project & Communication Manager	DEFOIN (ES)	Communicatio n and coordination	Psychology graduate with experience in project coordination, social education and communication activities.
Scarlett Obando Flores, Project Manager & Researcher	DEFOIN (ES)	Research and training	Education researcher and trainer with experience in technical education and gender-focused educational research.
Daniel Zarco, Legal Representative & Director	DEFOIN (ES)	Strategic and legal oversight	Education and training professional with over 25 years' experience in VET leadership and institutional management.
Jesús Chicharro, Head of Administration & Finance	DEFOIN (ES)	Financial coordination	Finance and administration specialist with extensive experience managing accounts for education and training programmes.
Hilla Helasaari, Head of International Affairs	HBC (FI)	Partnerships, dissemination	International cooperation specialist with over 10 years' experience managing EU and transnational education projects.
Tuija Poijärvi, Project Specialist	HBC (FI)	Project coordination, RDI	Project management professional with experience coordinating Erasmus+ and Nordic cooperation projects.
Jaana Torseke, VET Teacher	HBC (FI)	Curriculum development, teaching	VET teacher with over 17 years' experience in entrepreneurship, business studies and learner-centred vocational curricula.
Mari-Anne Cifuentes, Accountant	HBC (FI)	Financial management	Finance professional responsible for project budgeting, reporting and compliance across EU-funded projects.
Vasileios Zotakis, Managing Director	Eurotraining (EL)	Strategic management	Senior VET executive with experience leading large-scale vocational education and training organisations.
Ilias Moustakas, Project Manager	Eurotraining (EL)	EU project management	Project manager with extensive experience designing and implementing national and European education projects.
Sofia Georganta, Training Manager	Eurotraining (EL)	Curriculum coordination	Vocational training specialist with expertise in lifelong learning and coordination of VET programmes.
Aristeidis Mpakalakos, Computer Engineer	Eurotraining (EL)	Technical development	Computer engineer specialising in web development, databases and technical support for EU-funded projects.
Areti Archonti, Communication Manager	Eurotraining (EL)	Dissemination and outreach	Communication professional supporting visibility and dissemination of European education projects.
Apostolos Altiparmakis, Managing Partner / Project Manager	SYNCNIFY (FR)	Project management, governance	Project manager with over 10 years' experience coordinating European R&D and capacity-building projects.
Vasiliki Beka, Policy Advisor	SYNCNIFY (FR)	Policy analysis, governance	Education policy expert with over 20 years' experience in institutional reform and multi-stakeholder governance.

Dimitris Pavlidis, Managing Partner / Technical Expert	SYNCNIFY (FR)	Technical design, digital solutions	Digital transformation specialist focusing on inclusive, low-resource technologies and offline-first learning systems.
Patience Karua, Hub Manager / LEAR	BUNI (TZ)	Institutional leadership, hub management	Innovation and entrepreneurship practitioner with experience managing innovation hubs and supporting startup ecosystems within Tanzania's national STI framework.
Promise Mwakale, Partnership Lead / Project Manager	BUNI (TZ)	Project management, EU partnerships	Tech transfer and partnership specialist with 7+ years' experience bridging academia, innovation hubs and international projects, including Erasmus+ initiatives.
Dr. Amos Muhunda Nungu, Senior Expert / Director General	BUNI (TZ)	Strategic oversight, policy and innovation	PhD holder in Telecommunications Systems with extensive experience in ICT policy, higher education and national science, technology and innovation governance.
Patience Abraham, Hub Manager	BUNI (TZ)	Startup mentoring, space coordination	Innovation ecosystem facilitator with experience mentoring startups and coordinating higher education innovation spaces.
Seyi Tytler, PhD, Executive Director	ECA (NI)	Strategic leadership, programme design	Gender and social policy specialist with expertise in inclusive VET, digital skills access and community-based programme design for low-literate learners.
Aboluwarin Olaoluwa David, Co-Founder	ECA (NI)	Digital transformation , job pathways	Digital transformation and OER specialist with experience linking VET learners to employment pathways through large-scale digital skills initiatives.
Arinola Daniel Olakunle, Head of Programs	ECA (NI)	Programme delivery, partnerships	Programme management professional overseeing delivery, sustainability and strategic partnerships across community-based skills initiatives.
Adesegha Cyril Adebayo, Technical Lead	ECA (NI)	Technical design, QA	Educational technology specialist responsible for learning systems design and quality assurance of digital and blended programmes.
Tominsin Akinyemi – Communications Lead	ECA (NI)	Dissemination and visibility	Communications specialist leading public-facing content, storytelling and dissemination for development and education programmes.
Dr. Tinuoye Uthman, TVET Expert (Consultant)	ECA (NI)	Curriculum design, instructional design	TVET researcher with over 10 years' experience in competency-based curricula, indigenous knowledge integration and learner-centred instructional design.
Judith Dogo, M&E Expert (Consultant)	ECA (NI)	Monitoring, evaluation, impact	Monitoring and evaluation specialist with expertise in MEL frameworks, KPIs and impact assessment for VET and inclusion-focused projects.
Gideon Brefo, CEO	Hapa Space (GH)	Strategic leadership, partnerships	Digital innovation and entrepreneurship leader with experience managing multi-country donor projects and community-driven skills programmes.
Philipina Beatrice Appiah, Head of Projects & Programs	Hapa Space (GH)	Project management, curriculum co-design	Project manager specialising in VET innovation, inclusive adult learning and implementation of EU- and GIZ-funded initiatives.
Dr. Joseph Xavier Francisco Ribeiro, Senior Lecturer	Hapa Space (GH)	Academic and innovation support	Academic researcher with expertise in sustainable engineering, applied research and innovation hub development.
Prof. Wesley Rosslyn-Smith, Director SACIT	SACIT (SA)	Strategic leadership, research	Associate Professor specialising in corporate strategy, future of work and digital transformation, leading applied research and multistakeholder partnerships.

Thapelo Tladi, Programmes Lead	SACIT (SA)	Programme design and delivery	Energy and sustainability professional with experience in industrial transformation and international development programmes.
Diana Cochrane-Van Eeden, Operations Manager	SACIT (SA)	Operations, stakeholder management	Higher education operations professional with over 20 years' experience in administration, events and stakeholder engagement.
Paul Umukunzi, Director General	Rwanda TVET Board (RTB)	National TVET leadership	Senior public-sector leader responsible for coordinating Rwanda's national TVET system and skills development agenda.
Niyibizi Modeste, Dual Training & Private Sector Officer	Rwanda TVET (RW)	Work-based learning coordination	TVET professional facilitating collaboration between training institutions and industry for apprenticeship and dual training.
Kabalisa Janvier, Dual Training Specialist	Rwanda TVET (RW)	Industry–TVET alignment	Specialist in work-based learning and labour-market alignment within Rwanda's TVET system.
Dr. Otta Osawa, Deputy Director, R&D	TVET Authority (KE)	Research leadership, accreditation	Renewable energy scientist with over 24 years' experience in TVET research, quality assurance and green energy integration.
Eng. Dr. Edward O.V. Odhong, Board Member	TVET Authority (KE)	Strategic governance	Professional mechanical engineer and academic with over 30 years' experience in engineering practice and TVET curriculum development.
Dr. Julius Kipkogei Keter, Board Member	TVET Authority (KE)	Policy and quality oversight	TVET academic and Technology Education specialist with expertise in quality assurance, curriculum development and inclusive education.

Outside resources (subcontracting, seconded staff, etc)
If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).
If there is subcontracting, please also complete the table in section 4.

Not applicable.

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2.1.4 Cost effectiveness and financial management

Cost effectiveness and financial management *(n/a for prefixed Lump Sum Grants)*
Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.
Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.
⚠ *Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.*

Not applicable.

#§FIN-MGT-FM§# #@RSK-MGT-RM@#

2.1.5 Risk management

Critical risks and risk management strategy
Describe critical risks, uncertainties or difficulties related to the implementation of your project and your measures/strategy for addressing them.
Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.
***Note:** Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.*

Risk No	Description	Work package No	Proposed risk-mitigation measures
R1	Delays in consortium coordination, reporting,	WP1	Establish a cloud-based PMIS for shared planning and deliverable

	or decision-making across a 10-partner, multi-country project, leading to slippage in deliverables, reporting non-compliance, or weak audit trails. Impact: High (affects all WPs). Likelihood: Low–Medium after mitigation.		tracking, formalise governance through a Consortium Agreement and Project Handbook and hold monthly PSC meetings with documented actions. Progress is reviewed through 8-monthly internal technical notes feeding Interim and Final Reports, with clear escalation, mitigation procedures and deputy WP leads to reduce reliance on single individuals.
R2	Variability in quality or methodological rigour across partners could affect deliverable approval and uptake (high impact), with low likelihood after mitigation.	WP1, WP2, WP3, WP5	Implement a formal Quality Assurance Plan with clear criteria and scoring rubrics; require dual peer review for 100% of formal deliverables; apply three Quality Monitoring Cycles (M12, M20, M30); integrate QA findings into revisions and sustainability planning; require minimum documentation before submission.
R3	Limited institutional uptake or post-project continuation of microlearning modules, RPL frameworks, ESUs, or WBL systems, threatening long-term sustainability beyond EU funding. Impact: High (affects impact and value for money). Likelihood: Medium after mitigation.	WP1, WP3, WP4, WP5	Co-develop Sustainability & Exploitation Plan with African partners; organise national sustainability workshops (M18–M22); track progress through a Sustainability Scorecard (budget lines, staff allocation, MoUs); embed outputs into internal strategies and policy documents; secure letters of support from ministries, TVET authorities and employer bodies; integrate sustainability evidence into dissemination and policy dialogue activities.
R4	Insufficient employer engagement during WBL placements could reduce completion or employment outcomes (medium–high impact), with medium likelihood after mitigation.	WP4	Map and engage ≥60 enterprises early; use phased employer validation workshops to ensure feasibility; implement clear WBL frameworks with defined roles, learning outcomes and assessment; train and support ≥30 mentors; assign dedicated WBL coordinators with fortnightly learner check-ins; establish Employer Communities of Practice to sustain motivation and peer support.
R5	Lower-than-expected reach or engagement of dissemination and policy activities, limiting visibility, stakeholder uptake, or policy influence. Impact: Medium, Likelihood: Medium	WP5	Implement a structured Communication & Dissemination Plan with defined KPIs; launch multilingual, low-bandwidth website and OER repository; run storytelling campaigns with culturally reviewed content; organise national multiplier events and European conferences early on; track analytics, downloads and participation monthly.

#§RSK-MGT-RM§# #@CON-SOR-CS@#

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the partnership and the cooperation arrangements'.

Describe the participants (Beneficiaries, Affiliated Entities, Associated Partners and others, if any) and explain how

they will work together to implement the project. How will they bring together the necessary expertise? How will they complement each other?
In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.

Partnership Composition and Participant Profiles

Africa Re Work brings together a strategic partnership of 10 European and African organisations with complementary expertise in VET, skills development, digital and entrepreneurial competences, employer engagement and institutional reform. The consortium combines policy-oriented European experience with practice-based African institutions embedded in local labour markets and TVET systems. The Coordinator, DEFOIN (Spain), brings strong Erasmus+ management, financial coordination and quality assurance expertise, helping keep governance effective and all work packages fully compliant. Helsinki Business College (Finland) and Eurotraining (Greece) contribute expertise in competence-based curricula, digital learning, quality assurance, educator development and RPL, while SYNCNIFY (France) leads dissemination, stakeholder engagement and digital platforms. African partners include BUNI Hub (Tanzania) for entrepreneurship and informal sector engagement, ECA (Nigeria) for policy-oriented curriculum localisation and institutional reform and Hapa Space (Ghana) for community-based and inclusive innovation. National authorities Rwanda TVET Board and the TVET Authority of Kenya secure alignment with national frameworks and scaling potential, while SACIT (South Africa) strengthens employer engagement and work-based learning.

Roles, Responsibilities and Adequacy of Resources

All partners assume active, clearly defined roles aligned with their institutional strengths, resulting in a balanced leadership across work packages and effective use of resources.

1. DEFOIN leads overall coordination (WP1), governance, financial management, risk monitoring and quality oversight, drawing on its established Erasmus+ management capacity.
2. Helsinki Business College and ECA co-lead WP2, translating labour-market analysis and indigenous practice mapping into modular, EQF-aligned microlearning and training materials.
3. Eurotraining, together with Rwanda TVET Board and the TVET Authority of Kenya, leads WP3, focusing on educator professional development, Recognition of Prior Learning (RPL) frameworks and institutional capacity building.
4. SACIT and BUNI Hub lead WP4, coordinating private sector engagement, work-based learning frameworks, employer mentoring and graduate outcome tracking.
5. SYNCNIFY and Hapa Space lead WP5, coordinating effective dissemination, impact-oriented storytelling, structured policy dialogue and sustained stakeholder engagement across Africa and Europe throughout the full project lifecycle.

All partners are well-established organisations with prior experience in EU-funded and international projects. They commit qualified staff, facilities, technical infrastructure, access to learners and employers and significant in-kind contributions laying the foundation for effective implementation, scalability and long-term sustainability of Africa Re Work beyond the project lifetime.

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)
Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.
***Note:** The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.*

Management Structures and Decision-Making Mechanisms

Africa Re Work is designed under a clear and robust governance structure implemented within WP1 and coordinated by DEFOIN (ES) as Project Coordinator. Strategic oversight and decision-making are delivered through a Project Steering Committee (PSC) composed of 1 authorised representative from each of the 10 partner organisations, guaranteeing balanced participation between European and African partners. The PSC validates strategic orientations, approves key deliverables, addresses escalated risks or implementation challenges and endorses corrective measures when required. DEFOIN is responsible for day-to-day project coordination and acts as the single point of contact with the European Commission, maintaining full compliance with contractual, administrative and financial requirements. Decision-making follows a consensus-oriented approach, with formal voting procedures applied where necessary, as defined in the Consortium Agreement. Coordination and communication are supported through monthly online PSC meetings, written progress and decision briefs and 3 transnational meetings (kick-off, mid-term and final). All governance processes are supported by a

cloud-based Project Management Information System (PMIS) enabling document management, task tracking, version control and transparent decision logging across the consortium.

Planning, Monitoring and Control Mechanisms

Planning, monitoring and control are provisioned through structured project management procedures. At project launch, DEFOIN and all Work Package Leaders will jointly establish a detailed implementation plan, including timelines, task dependencies, resource allocation and critical paths, visualised through a Gantt chart within the PMIS. Progress is monitored via monthly status reviews, colour-coded implementation dashboards and 8-monthly internal technical and financial reporting cycles. Systematic milestone verification and deliverable tracking will allow early identification of delays or risks. Any deviation exceeding predefined thresholds will trigger a corrective action process, including mitigation proposals reviewed and validated by the PSC. Quality assurance is applied throughout implementation through the Quality Assurance Plan, with dual peer review of all major deliverables prior to submission and continuous verification of administrative and financial documentation.

#§CON-SOR-CS§# #§QUA-LIT-QL§# #@IMP-ACT-IA@#

3. IMPACT

3.1 Impact and ambition

Impact and ambition
Please address each guiding points presented in the Call document/Programme Guide under the award criterion 'Impact'.
Define the expected short, medium and long-term effects of the project. Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?

Expected Impact: Overview

Africa Re Work is expected to deliver measurable and lasting impact across short (M1–M12), medium (M12–M24) and long-term (post-project) horizons. The project addresses multiple target groups, including learners in informal and micro-enterprise contexts, VET educators and administrators, TVET institutions, employers, policymakers, local communities and the partner organisations themselves. Impact pathways are directly linked to the work packages, allowing labour-market intelligence and indigenous practice mapping (WP2), capacity building and institutional reform (WP3), work-based learning and employer engagement (WP4) and dissemination and policy dialogue (WP5) to translate into sustainable individual, institutional and systemic change, particularly in Partner countries in Africa.

Target Group	Short-Term Effects (M1–M12)	Medium-Term Effects (M12–M24)	Long-Term Effects (Post-Project)
Learners (120 pilot learners; indirect reach >500)	• Access to modular, EQF 3–4 aligned VET curricula • Participation in pilot training and initial WBL placements • ≥70% completion rate	• Improved employability and entrepreneurial competences (EntreComp) • Increased digital skills (DigComp 2.2) • Initial access to RPL pathways	• Sustainable access to recognised VET and livelihood pathways • Increased income and self-employment opportunities • Reduced vulnerability in informal economies
VET Educators (60 trained)	• Training in DigCompEdu and inclusive, competency-based pedagogy • Participation in bootcamps and mentoring	• Improved capacity to deliver modular, blended and low-bandwidth training • Cascade mentoring to peers	• Sustained professional development culture • Long-term pedagogical innovation in TVET institutions
Administrative & Governance Staff (≈100 staff)	• Increased awareness of RPL, WBL and flexible governance needs	• Adoption of RPL frameworks and QA tools • Establishment of Educator Support Units	• Modernised governance and recognition systems • Permanent institutional openness to informal learners
African TVET Institutions (6 institutions)	• Engagement in curriculum co-design and pilots	• Integration of modular curricula, RPL and WBL frameworks • Formal institutional approvals	• Strengthened institutional capacity and ownership • Budgetary commitment for continuation

Employers & Economic Actors (≥60)	• Engagement in mapping, mentoring and pilot WBL	• Active participation in WBL placements and Employer CoPs	• Stronger education–labour market links • Continued employer engagement in skills development
Policymakers & Authorities (≥9 bodies)	• Access to pilot evidence and labour-market insights	• Reception of policy briefs and White Paper	• Uptake of policy recommendations on RPL, WBL and VET reform
Wider Society (>40,000 reached)	• Awareness raised through digital dissemination and storytelling	• Engagement through events and digital campaigns	• Reduced stigma around informal skills • Stronger social inclusion and employability narratives

Table 4. Target Groups and Expected Impact

Impact at Individual, Institutional and Systemic Level

Africa Re Work will generate measurable impact at individual, institutional and systemic levels by engaging 120 learners in modular EQF level 3-4 VET programmes with a ≥70% completion rate, of whom 60 will complete structured Work-Based Learning (WBL) placements with a ≥90% completion rate. The project will train 60 educators and administrators, establish 6 Educator Support Units and put in place 6 Recognition of Prior Learning (RPL) frameworks across 6 African countries, embedding modular curricula, WBL and quality assurance into routine provision. At system level, the project will engage ≥60 enterprises, secure ≥30 formal collaboration agreements and sustain a transnational Employer Community of Practice supporting WBL quality and continuity, while reaching over 40,000 stakeholders through dissemination and translating evidence into 6 national policy briefs and 1 Global White Paper to support long-term VET reform and labour-market alignment.

#§IMP-ACT-IA§# #@COM-DIS-VIS-CDV@#

3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding
Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels. Describe how the visibility of EU funding will be ensured.

Communication and Dissemination Strategy

Communication and dissemination under WP5 are designed to drive the visibility, uptake and practical use of project results among VET providers, educators, employers, policymakers and the wider public. Activities are coordinated by SYNCNIFY and Hapa Space, combining digital dissemination with in-person engagement. Key actions include: **(1) Project website and OER platform (from M3):** A multilingual online hub will host curricula, toolkits, policy outputs and case studies, serving as the central public access point for project results. The platform will target ≥2,000 unique users and ≥500 OER downloads over the project lifetime. **(2) Storytelling and multimedia dissemination:** The project will produce 6 short documentary videos, at least 30 written case studies and country-level photo essays capturing learner, educator and employer perspectives. All multimedia content will be culturally reviewed and subtitled (English and at least one local language) and disseminated via the project website, social media, partner channels and media outlets, contributing to an overall reach of ≥40,000 stakeholders across digital channels. **(3) Events and peer exchange:** Dissemination will be reinforced through 6 national multiplier events (approximately 35 participants per event) delivered in African partner countries and 1 European Final Conference in Paris (≥50 participants), showcasing project results, policy implications and sustainability pathways. Peer exchange among employers will be supported through a transnational Employer Community of Practice to share experience on Work-Based Learning and employer engagement and to support the continuation of results beyond the project duration.

Policy Outreach, Open Access and EU Visibility

WP5 will also focus on policy uptake, open access and the long-term visibility of results. The partnership will produce 6 national policy briefs and 1 Global White Paper, targeting ministries, VET authorities, development partners and employer organisations. These outputs will aim to secure at least 9 official acknowledgements and ≥200 downloads, contributing to evidence-based dialogue on curriculum reform, Recognition of Prior Learning (RPL) and Work-Based Learning (WBL). All publicly available project

outputs will be released under appropriate Creative Commons licences (CC BY or CC BY-SA), providing free access, reuse and adaptation in line with Erasmus+ open access requirements. Learning resources and results will be shared through European and international platforms such as EPALE, as well as partner networks, events and policy forums. Visibility of EU funding will be addressed in a clear and consistent manner. The Erasmus+ logo and funding acknowledgement will appear on the project website, learning materials, publications, videos and event materials and EU support will be explicitly referenced during public events, dissemination actions and policy meetings.

#§COM-DIS-VIS-CDV§# #@SUS-CON-SC@#

3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and sustained?
What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used?
Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?

Sustainability and Follow-up after EU Funding

The follow-up of Africa Re Work after the end of EU funding is embedded from the outset through WP1 (T1.4: Sustainability Strategy & Risk Management Framework) and reinforced by WP3–WP5 activities. The project follows an embedded sustainability model, integrating results into partner institutions, governance frameworks and employer practices rather than maintaining a standalone project structure. Key elements to be continued or maintained include:

1. **Institutional Sustainability Commitments (WP1, WP3):** By M26, each African partner institution will adopt at least 1 formal, resource-committing document (e.g. internal decision, MoU or integration plan) confirming staff responsibilities and institutional arrangements for the continued use of modular microlearning, Recognition of Prior Learning (RPL) frameworks and Work-Based Learning (WBL) models, as defined under WP2–WP4.
2. **Recognition of Prior Learning (RPL) Frameworks (WP3):** 6 RPL frameworks, developed and approved under WP3 (T3.2), will remain operational within partner institutions and aligned with national VET systems enabling the continued validation of informal, entrepreneurial and indigenous skills gained through prior experience and WBL pathways beyond the project lifecycle.
3. **Educator Support Units and Employer Community of Practice (WP3, WP4):** 6 Educator Support Units, established under WP3 (T3.3), will continue as low-cost, peer-based structures supporting professional development, curriculum delivery and quality assurance. In parallel, the transnational Employer Community of Practice, established under WP4 (T4.4), will remain active as a coordination and knowledge-exchange mechanism supporting employer engagement.
4. **Microlearning modules, Toolkits and Learning Resources (WP2):** The 10 microlearning modules, trainer guides, learner workbooks and low-bandwidth digital resources developed under WP2 will remain embedded in institutional training offers. Their modular design allows local adaptation, updating and reuse without additional licensing or platform costs.
5. **Policy Uptake and Long-Term Visibility (WP5):** Sustainability is further reinforced through WP5, which translates project evidence into 6 national policy briefs and 1 Global White Paper. These outputs support continued policy dialogue on curriculum reform, RPL and WBL integration and remain available as reference documents for VET authorities and employer organisations beyond the end of EU funding.

Post-project resource requirements are limited primarily to institutional staff time, existing training budgets and modest operational costs, as no proprietary software, platforms or paid licences are used. All learning materials and tools will remain available as open educational resources, enabling continued use and adaptation without additional EU funding.

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#@WRK-PLA-WP@#

4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

4.1 Work plan

Work plan
Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).

Work Package 1: Project Coordination, Quality Assurance, Impact & Sustainability
Work Package 2: Curriculum Development and Training Material Design
Work Package 3: Capacity Building and Institutional Reform
Work Package 4: Private Sector Engagement and Work-Based Learning
Work Package 5: Dissemination, Exploitation and Policy Uptake

4.2 Work packages, activities, resources and timing

WORK PACKAGES

Work packages
This section concerns a detailed description of the project activities.
*Group your activities into work packages. **A work package means a major sub-division of the project**. For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable deliverables/outputs.*
Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc.) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1. The last WP should be dedicated to Impact and dissemination
Please refer to the Call document/Programme Guide for specific requirements concerning the number and the typology of work packages.
Work packages covering financial support to third parties (⚠ only allowed if authorised in the Call document/Programme Guide) must describe the conditions for implementing the support (for grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons to be supported and criteria and procedures for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).
⚠ *Enter each activity/milestone/output/outcome/deliverable only once (under one work package).*
⚠ *Ensure consistence with the detailed budget table/calculator (if applicable). (n/a for prefixed Lump Sum Grants)*

Objectives
List the specific objectives to which the work package is linked.

Activities and division of work (WP description)
Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.
*Show who is participating in each task: Coordinator (COO) and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating **in bold** the task leader.*
Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.
Note:
In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of the work package.

The Coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted.
If there is subcontracting, please also complete the table below.

Milestones and deliverables (outputs/outcomes)

Milestones *are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package.*
Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.
Deliverables *are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.*
For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.
For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).
For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.
The labels used mean:

Public — fully open (⚠ automatically posted online on the Project Results platforms)
Sensitive — limited under the conditions of the Grant Agreement
EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444. For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.

Work Package 1

Work Package 1: Project Coordination, Quality Assurance, Impact & Sustainability			
Duration:	M1- M30	**Lead Beneficiary:**	1- DEFOIN (ES)

Objectives

- **Objective 1.1:** Establish a multi-layered governance framework by M2, reaching 100% compliance with Erasmus+ administrative and financial standards.
- **Objective 1.2:** Apply a Quality Assurance (QA) system where 100% of deliverables undergo dual peer review with an average internal score of ≥80/100.
- **Objective 1.3:** Establish a partner-led sustainability and risk management framework that secures institutional, policy and financial commitments for the continuation of project results beyond the grant period.

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T1.1	Governance,	T1.1 will establish the project's governance and monitoring system	1- DEFOIN (ES)	1- COO	No

	Planning and Monitoring Framework	to deliver Objective 1.1. DEFOIN will launch an online session (M1) supported by a Project Steering Committee with 1-2 representative per partner meeting monthly online. DEFOIN will prepare a Consortium Agreement and Project Handbook (M2) and deploy a cloud-based project management system (M1) for calendars, dashboards, deliverable tracking and document management. Strategic planning will be mainstreamed through a Detailed Implementation Plan and Gantt chart (M1), monthly health-checks and 8-monthly internal reports (M8, M16, M24, M30) compiled into Internal Technical Notes feeding the Interim (M15) and Final (M30) Agency reports. **Results:** Governance documents adopted (M2); project management system operational (M1); 4 Internal Technical Notes; Interim and Final Reports. **KPIs:** 100% signatures by M2; ≥30 Steering Committee meetings; monthly system use by all partners; ≥90% tasks on track at reviews; no critical-path delay >30 days; ≥80% agreed mitigations implemented on time.	2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	2- BEN 3- BEN 4- BEN 5- BEN 6- BEN 7- BEN 8- BEN 9- BEN 10- BEN	
T1.2	Quality Assurance Framework Implementation	T1.2 will deliver Objective 1.2. Eurotraining will design a Quality Assurance Plan (QAP) (M1–M22), defining quality criteria by output type, scoring rubrics, peer-review procedures and required documentation. All major deliverables will undergo dual peer review by partners not involved in production. 3 Quality Monitoring Cycles (M12, M20, M30) will assess compliance and propose improvements, with findings reported to the PSC and integrated into sustainability planning. **Results:** QAP (M2); 3 Quality Monitoring Reports (M12, M20, M30). **KPIs:** 100% deliverables receive ≥2 peer reviews; average score ≥80/100; ≥75% of QA recommendations addressed within 6 months.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- COO 2- BEN 3- BEN 4- BEN 5- BEN 6- BEN 7- BEN 8- BEN 9- BEN 10- BEN	No
T1.3	Transnational Meetings & Financial Control Mechanisms	T1.3 will support the achievement of Objective 1.1 through strategic meetings and strict financial supervision. DEFOIN will coordinate 3 partnership meetings (kick-off in Madrid, Spain, M3; mid-term in Pretoria, Gauteng, South Africa, M15; and final steering in Paris, France, M30), balancing joint work and management issues. Financial control includes quarterly tracking, partner financial snapshots with evidence, budget monitoring and 2 internal audits (M12, M24) with the support of Eurotraining. **Results:** Minutes and action plans from 3 meetings; 5 financial monitoring notes (M6, M10, M14, M18, M24, M30); 2 audit summaries (M12, M24). **KPIs:** Full participation of all 10 partners; budget deviation within ±5%; ≥80% documentation rated compliant.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- COO 2- BEN 3- BEN 4- BEN 5- BEN 6- BEN 7- BEN 8- BEN 9- BEN 10- BEN	No
T1.4	Sustainability	T1.4 will address Objective 1.3 by placing African partners at the	1- DEFOIN (ES)	1- COO	No

	Strategy & Risk Management Framework	centre of sustainability planning. BUNI and ECA will co-lead the Sustainability & Exploitation Plan (SEP), with DEFOIN coordinating. Consultations (M4–M6) with partners and stakeholders will define pathways for curriculum integration, institutionalising WBL and RPL, sustaining the Community of Practice and leveraging results in future funding. 6 2-hour workshops (M18–M22) (1 per each African country) will support internal policy commitments. DEFOIN will maintain a quarterly Risk Register, with focus on contextual risks. **Results:** SEP (M6, revised M18); ≥6 sustainability workshops (M18–M22); quarterly Risk Register updates. **KPIs:** Each African partner adopts ≥1 resource-committing document by M26; ≥6 letters/MoUs signed; all high-priority risks have defined mitigations and owners.	2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	2- BEN 3- BEN 4- BEN 5- BEN 6- BEN 7- BEN 8- BEN 9- BEN 10- BEN	

Milestones and deliverables (outputs/outcomes)

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS1	Kick-off Meeting & Governance Setup	1	DEFOIN (ES)	MS1 will confirm that the project has moved from grant signature to an operational consortium capable of delivering complex work across continents. By the end of M3, the Steering Committee will be formally constituted, the Consortium Agreement and Project Handbook adopted, the QAP validated in principle and the PMIS routinely used for basic coordination tasks.	M2	Fully executed Consortium Agreement stored in PMIS; Project Handbook and QAP uploaded and acknowledged by all partners (e.g. email confirmations)

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Project Handbook & Quality Assurance Plan	1	DEFOIN (ES) Eurotraining (EL)	R — Document, report	SEN — Sensitive	M2	A combined reference manual that details governance structures, communication routines, documentation standards, financial reporting formats, risk procedures and the quality assurance

							approach designed by Eurotraining. The document will include annexes with templates for meeting minutes, timesheets and peer review forms. **Format:** PDF, approximately 35 pages including annexes. **Language:** English
D1.2	Sustainability & Institutional Integration Strategy	1	DEFOIN (ES) BUNI (TZ) ECA (NI)	R — Document, report	SEN — Sensitive	M6	D1.2 will produce a sustainability strategy co-authored by BUNI and ECA, detailing concrete steps to integrate Africa Re Work results into institutional programmes, national policies and funding streams. The document will include country-by-country annexes with planned actions, indicative budgets and responsible departments and a revised version at M18. It will be delivered as a PDF of around 25 pages plus annexes, in English.

Work Package 2

Work Package 2: Curriculum Development and Training Material Design

Duration:	M1 – M14	**Lead Beneficiary:**	1- Helsinki Business College (HBC) (FI), 2- ECA (NI)

Objectives

- **Objective 2.1:** Design 10 microlearning modules mapped to EQF level 3-4 and EntreComp and DigComp competences by M10.
- **Objective 2.2:** Develop practice-oriented trainer materials that translate the microlearning modules into effective teaching and learning tools by M12
- **Objective 2.3:** Pilot training with 120 learners (20 per African country), achieving ≥70% completion and ≥80% satisfaction by M14.

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T2.1	Market Skills Gap Analysis & Indigenous Technology Mapping	T2.1 supports Objectives 2.1 and 2.2 through an evidence-based approach. HBC, with contributions from all partners, will lead a labour market analysis across 6 African countries (Tanzania, Rwanda, Kenya, Ghana, Nigeria, South Africa), complemented by ethnographic mapping of indigenous technologies and livelihood practices. The aim of T2.1 is to capture locally rooted skills and community-based knowledge relevant to entrepreneurship, employability and work-based learning pathways. ECA will coordinate fieldwork with ≥60 employers, ≥40 community leaders and ~50 VET graduates (in total), examining skill gaps, green and digital needs and practices suitable for formalisation. **Results:** 6 country labour market profiles; an Indigenous Technology & Practice Inventory documenting 35–40 skills/processes. **KPIs:** ≥150 stakeholders consulted; ≥30 practices documented; ≥70% skill gaps aligned with EntreComp/DigComp.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- COO 4- BEN 5- BEN 6- COO 7- BEN 8- BEN 9- BEN 10- BEN	No
T2.2	Curriculum Design Using ADDIE Model & Modular Framework	T2.2 will convert labour-market evidence into modular, context-responsive microlearning modules (Objective 2.1) focused on employability, entrepreneurship, indigenous knowledge and practical digital skills for work in low-resource contexts. HBC will design 10 stackable microlearning modules (10–20 hours, EQF 3-4 using the ADDIE instructional design approach) with clearly defined learning outcomes mapped to at least 2 competence areas of the EntreComp and DigComp. The modules will also integrate inclusive pedagogical approaches and portfolio-based assessments. ECA will lead localisation beyond translation, integrating indigenous practices and validating materials through ≥6 community workshops (1 per African country). **Results:** 10 microlearning modules, competence-mapping	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- COO 4- BEN 5- BEN 6- COO 7- BEN 8- BEN 9- BEN 10- BEN	No

		matrix, 6 localised packages. **KPIs:** ≥85% relevance rating; ≥1 local-language pathway per country; ≥20 visuals adapted.			
T2.3	Trainer Material Development & Accessibility Enhancement	T2.3 will address Objective 2.2 by translating microlearning modules into practical teaching tools. Led by HBC, it will deliver trainer guides with lesson plans, DigCompEdu references and EQF/EntreComp-aligned assessments; low-text, visual learner workbooks; and low-bandwidth digital resources (subtitled videos, templates, offline simulations). All materials will undergo an accessibility audit (readability, screen-reader compatibility, colour-blind design, audio descriptions). **Results:** 6 trainer guide sets; 6 learner workbooks; digital package with ≥25 videos, 5 templates and ≥2 simulations. **KPIs:** 100% guides reference ≥3 DigCompEdu areas; all materials pass accessibility checks; ≥80% of learners rate workbooks as helpful.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- COO 4- BEN 5- BEN 6- COO 7- BEN 8- BEN 9- BEN 10- BEN	No
T2.4	Pilot Implementation, Evaluation & Iterative Refinement	T2.4 will assess microlearning delivery in real-world settings (Objective 2.3). Coordinated by HBC, a 1-week pilot will engage 120 learners across 6 African sites using hybrid delivery. Monitoring will include 2 structured feedback cycles and ≥30 learner interviews, complemented by trainer reflections and basic learning outcome checks. Findings will inform targeted revisions to content, pedagogy and assessment tools before wider rollout. The task will also validate feasibility in low-resource contexts, including connectivity, language and time constraints. **Results:** Pilot Evaluation Report (20–25 pages); revised microlearning modules and trainer guides. **KPIs:** 120 enrolled; ≥70% completion (≥84); ≥80% report improved confidence in ≥2 EntreComp and DigComp areas; ≥80% planned activities delivered as designed.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- COO 4- BEN 5- BEN 6- COO 7- BEN 8- BEN 9- BEN 10- BEN	No

Milestones and deliverables (outputs/outcomes)

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS2	Curriculum Finalised & Approved	2	HBC (FI) ECA (NI)	All microlearning modules are technically sound, locally relevant and fully mapped to EQF, EntreComp and DigComp. Each programme includes clearly defined learning outcomes, a validated localisation rationale and a confirmed delivery timeline.	M10	Signed curriculum approval forms; Community validation workshop attendance records showing ≥80% satisfaction.

Deliverable No (continuous numbering	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)

linked to WP)							
D2.1	Integrated VET Curricula & Trainer Guides	2	HBC (FI) ECA (NI)	DEM — Demonstrator, pilot, prototype	PU — Public	M12	D2.1 will deliver 5 modular training programmes aligned to EQF 3-4 and integrating EntreComp and DigComp, with trainer guides and assessment tools. Materials include OER modules, PDFs, subtitled videos and low-bandwidth workbooks, available in English and partner languages.
D2.2	Pilot Evaluation & Revision Report	2	HBC (FI) ECA (NI)	R — Document, report	PU — Public	M14	Comprehensive analysis of the 6-week pilot cycle with 120 learners, documenting participant flow, competence progression, trainer observations and feedback. **Format:** PDF, approximately 20–25 pages (English + partner languages).

Work Package 3

Work Package 3: Capacity Building and Institutional Reform			
Duration:	M10 – M24	**Lead Beneficiary:**	1- Eurotraining (EL), 2- Rwanda TVET (RW), 3- TVET Authority (KE)
Objectives			

- **Objective 3.1:** Train 60 VET educators and administrators on inclusive, competency-based teaching using DigCompEdu by M18.
- **Objective 3.2:** Approve 6 Recognition of Prior Learning (RPL) frameworks enabling validation of indigenous skills and informal entrepreneurship experience by M20.
- **Objective 3.3:** Establish 6 Educator Support Units and 6 Public-Private Dialogue (PPD) Forums by M24.

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T3.1	VET Educator Professional Development Program	Building directly on the microlearning modules and training materials developed under WP2, T3.1 will translate Objective 3.1 into a structured professional development pathway for educators. Led by Eurotraining, the task will establish a blended professional programme based on DigCompEdu, combining a 2-day in-person bootcamp (1 per African country along with the participation of EU partners) for approximately 10 educators with a 4-week online mentoring phase (M15–M18). The programme will equip educators to deliver the WP2 microlearning modules through competency-based pedagogy, EntreComp integration, inclusive teaching practices and the use of low-bandwidth and offline digital tools and will require certified participants to cascade mentoring to at least 2 colleagues. **Results:** Programme design, 40–50-page manual, 60 certificates, ≥120 cascade pairings. **KPIs:** ≥90% relevance rating; ≥80% DigCompEdu improvement; ≥90% score ≥75%; 100% confirm cascade mentoring.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- BEN 4- COO 5- BEN 6- BEN 7- BEN 8- BEN 9- COO 10- COO	No
T3.2	Institutional Policy Development for Recognition of Prior Learning (RPL)	T3.2 will advance Objective 3.2 by translating project evidence into institutional and national policy frameworks for the Recognition of Prior Learning (RPL), with a specific focus on validating indigenous skills and informal entrepreneurship experience. Co-led by Rwanda TVET and the TVET Authority of Kenya, with technical support from Eurotraining, the task will develop 6 RPL policy frameworks through a structured 3-phase process (M18–M20): (1) comparative analysis and stakeholder mapping, including at least 10 national government contacts per African country; (2) co-design processes involving 30 government stakeholders (5 per participating African country); and (3) formal acknowledgement and potential adoption by relevant national bodies. **Results:** 6 RPL policy documents **KPIs:** ≥90% national alignment; ≥3 authorities issue acknowledgements.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- BEN 4- COO 5- BEN 6- BEN 7- BEN 8- BEN 9- COO 10- COO	No
T3.3	Educator Support	T3.3 will strengthen institutional capacity by establishing Educator	1- DEFOIN (ES)	1- BEN	No

	Unit Establishment & Ongoing Mentoring	Support Units (ESUs – Objective 3.3) within each African partner institution (M22). Each ESU (2–3 staff) will support the sustained delivery of the WP2 microlearning through monthly or bi-monthly Teacher Learning Circles, shared resource repositories and DigCompEdu self-assessment tracking. Eurotraining will provide facilitation toolkits and tracking sheets. From M20 onwards, ESUs will host at least 1 documented peer-learning event, engaging a minimum of 60 educators (in total) across African partners by M24. **Results:** 6 ESU operational charters with documented logs from ≥6 peer events (1 per ESU). **KPIs:** ≥60 educators engaged in ESU-supported peer-learning activities (in total) by M24 ≥80% report improved confidence in competency-based facilitation.	2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	2- BEN 3- BEN 4- COO 5- BEN 6- BEN 7- BEN 8- BEN 9- COO 10- COO	
T3.4	Public-Private Dialogue Forum Facilitation	Building on the WP2 resources and WP3 RPL frameworks, each African partner will convene 1 Public-Private Dialogue (PPD) forum (6 in total), engaging VET leaders, government officials, private sector employers, community representatives and learners (Objective 3.3). The forums will address curriculum relevance, employability outcomes and RPL integration and will generate action plans with concrete commitments, including at least 10 substantive recommendations and a minimum of 5 implemented follow-up actions. **Results:** 6 signed PPD (M24); synthesis report of recommendations; evidence of implementations. **KPIs:** ≥85% consistent attendance; ≥5 active employers per forum; ≥60 documented recommendations; ≥30 follow-up actions resulting in tangible change.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- BEN 4- COO 5- BEN 6- BEN 7- BEN 8- BEN 9- COO 10- COO	No

Milestones and deliverables (outputs/outcomes)

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS3	Educator Training Completed & Support Units Operational	3	Eurotraining (EL) Rwanda TVET (RW) TVET Authority (KE)	All 60 educators are certified. Educator Support Units are established across 6 African partner institutions and actively conducting peer-learning cycles. DigCompEdu-based professional development is integrated into institutional routines.	M20	Attendance records and certificates for 60 educators, signed ESU charters, peer-learning meeting minutes, toolkit distribution records

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Educator	3	Eurotraining (EL)	DEM —	PU — Public	M15	The training kit will

	Professional Development Package		Rwanda TVET (RW), TVET Authority (KE)	Demonstrator, pilot, prototype			include a bootcamp facilitation guide, participant workbook, DigCompEdu self-assessment tools, 5-6 subtitled video modules, peer mentoring protocols and certification templates. Materials will be delivered as PDF manuals (40–150 pages and 20–25 pages), a facilitation toolkit with templates and editable DigCompEdu tracking sheets, in English and all partner languages.
D3.2	6 RPL Frameworks & Implementation Guidance	3	Eurotraining (EL) Rwanda TVET (RW), TVET Authority (KE)	R — Document, report	SEN — Sensitive	M20	D3.2 will deliver 6 Recognition of Prior Learning (RPL) policy frameworks developed by each African partner institution. Each framework will be accompanied by practical implementation resources, including assessment rubrics and step-by-step guidance. The deliverable will be provided as structured PDF documents (25-35 pages for each policy framework and 10–15 pages for implementation tools), with editable templates, in English and partner languages.

Work Package 4

Work Package 4: Private Sector Engagement and Work-Based Learning Integration			
Duration:	M10 – M24	**Lead Beneficiary:**	1- SACIT (SA), 2- BUNI (TZ)

Objectives

- **Objective 4.1:** Engage 60 enterprises/ organisations (10 per African country) in structured collaboration agreements by M14.
- **Objective 4.2:** Design 6 Work-Based Learning (WBL) frameworks aligned with Africa Re Work microlearning and EntreComp by M18.
- **Objective 4.3:** Implement 60 WBL placements (10 per African country) with ≥90% completion by M24 supported by an active Employer Community of Practice.

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Enterprise Mapping & Employer Engagement Strategy	Building on the institutional capacity, educator readiness and policy frameworks established under WP3, T4.1 will map and engage employers across formal and informal sectors in each African country. Led by SACIT and BUNI, T4.1 will use business directories, chamber records and field surveys to identify at least 60 potential organisations (approximately 10 per African country) and conduct a minimum of 30 one-to-one engagements to validate skills demand, mentoring capacity and work-based learning potential (Objective 4.1). At least 30 organisations will formalise collaboration through signed letters. **Results:** Enterprise Mapping Report; database of ≥60 organisations; engagement plan; ≥30 collaboration letters. **KPIs:** ≥60 mapped; ≥80% response rate; ≥30 formal agreements; ≥20% women-led organisations.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- BEN 4- BEN 5- COO 6- BEN 7- BEN 8- COO 9- BEN 10- BEN	No
T4.2	Work-Based Learning Framework Development & Employer Guidance	SACIT will design 3 Work-Based Learning (WBL) modalities aimed at bridging training and employment by enabling learners to apply indigenous and entrepreneurial competences in real work settings, adapted to African contexts: (1) Short-Term Apprenticeships (4–8 weeks), (2) Micro-Project Engagements (2–4 weeks) and (3) Structured Mentoring (6–12 weeks). Each modality will define learning outcomes aligned to EQF 3–4, roles of mentors and learners, assessment methods and support procedures. Frameworks will accommodate low connectivity, paper-based documentation and low-literacy learners. African partners will run 6 employer validation workshops (1 per African country) to validate feasibility. At least 30 mentors will be formally briefed by M18. **Results:** 6 WBL framework	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- BEN 4- BEN 5- COO 6- BEN 7- BEN 8- COO 9- BEN 10- BEN	No

		documents (Objective 4.2); employer guidance toolkit; mentor training materials; validation workshop reports. **KPIs:** ≥85% employer feasibility rating; ≥30 mentors trained; frameworks in ≥2 local languages per country.			
T4.3	Work-Based Learning Coordination & Learner Placement Management	African partners will coordinate work-based learning placements for ≥60 learners from those who participated in WP2 pilot training activities with participants following 1 of the WBL modalities developed under T4.2 based on learner interests, employer capacity and inclusion targets. Placement Agreements will define objectives with fortnightly coordinator check-ins, mentor updates and monthly peer support for mentors. In parallel, SACIT will track graduate outcomes through surveys, interviews and employer feedback, targeting follow-up rates of ≥70%. **Results:** ≥60 placement agreements; coordinator and mentor logs; completion and follow-up datasets. **KPIs**: ≥90% placement completion; ≥85% attendance; ≥80% mentor clarity; ≥75% mentor satisfaction; ≥85% skills gains reported.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- BEN 4- BEN 5- COO 6- BEN 7- BEN 8- COO 9- BEN 10- BEN	No
T4.4	Employer Community of Practice & Sustainability Planning	Building on the WBL placements under T4.3, the partnership will establish 1 transnational Employer Community of Practice involving employers from 6 African partner countries. The Community of Practice will link employers with VET providers to review placement outcomes, exchange mentoring experience and support sustainable Work-Based Learning within VET systems. By M28, SACIT and BUNI Space will produce a Sustainability Assessment summarising employer engagement and continuation options. **Results:** 1 active transnational Employer CoP; records of employer commitments linked to T4.3 placements; Sustainability Assessment report. **KPIs:** CoP operational by M20; ≥75% average attendance across meetings; ≥10 joint initiatives improving placement quality; ≥20 employers committed to continued learner placements.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- BEN 3- BEN 4- BEN 5- COO 6- BEN 7- BEN 8- COO 9- BEN 10- BEN	No

Milestones and deliverables (outputs/outcomes)

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS4	Work-Based Learning Activation & Employer Networks Engaged	4	SACIT (SA) BUNI (TZ)	The transition from planning to active delivery of Work-Based Learning is confirmed, with learners placed in approved WBL modalities and employers actively engaged through coordinated placement management and employer networking mechanisms. Initial	M18	Records of ≥60 placement agreements signed with documented monitoring; employer CoP meeting attendance records; learner journal

				monitoring processes and employer feedback loops are operational to support quality placements and continuous improvement.			entries and coordinator fortnightly check-in logs; mentor training certificates or attendance records
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D4.1	Work-Based Learning Frameworks & Employer Implementation Toolkit	4	SACIT (SA) BUNI (TZ)	R — Document, report	PU — Public	M18	D4.1 will produce 6 country-specific WBL frameworks covering apprenticeships, micro-projects and mentoring, with learning outcomes, roles, assessment and credentials, supported by an employer toolkit. Outputs include 25–35-page frameworks and a 10–15-page toolkit, in English and local languages.
D4.2	Employer Community of Practice & Sustainability Planning	4	SACIT (SA) BUNI (TZ)	R — Document, report	PU — Public	M24	D4.2 will document the operation of a transnational Employer Community of Practice, including meeting records, lessons learned from learner placements, employer commitments and a Sustainability Assessment for post-project Work-Based Learning. Format: PDF report (25–35 pages) with annexes. Language: English, with executive summaries in partner languages.

Work Package 5

Work Package 5: Dissemination, Exploitation and Policy Uptake			
Duration:	M1 – M30	**Lead Beneficiary:**	1- SYNCNIFY (FR), 2- Hapa Space (GH)

Objectives

- **Objective 5.1:** Reach 40,000 stakeholders across Africa and Europe via digital channels and events by M30.
- **Objective 5.2:** Organise 6 national multiplier events and 1 final European conference in Paris, France, engaging ≥250 high-level stakeholders.
- **Objective 5.3:** Produce 6 national policy briefs and a Global White Paper translating evidence into recommendations.

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Communication Strategy, Brand Identity & Website Development	Led by SYNCNIFY, T5.1 will draft a Communication & Dissemination Plan (M1–M2) defining audiences, messages, channels and KPIs, supported by a unified visual identity. A multilingual project website will be launched in M3 as the central public hub, hosting an OER repository, news, events and multimedia, with monthly analytics guiding optimisation through M30. The website will be designed for low-bandwidth access and mobile use and will provide multilingual navigation to maximise accessibility across African and European contexts. **Results:** Dissemination Plan (M2); visual identity; website with OER functionalities (M3); monthly analytics; press kit. **KPIs:** ≥2,000 visitors; ≥500 OER downloads.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- COO 3- BEN 4- BEN 5- BEN 6- BEN 7- COO 8- BEN 9- BEN 10- BEN	No
T5.2	Africa Re Work Voices – Storytelling Campaign	Partners will document learner, educator and employer stories demonstrating the impact of Africa Re Work. Outputs include 6 mini-documentaries (4-5 min; filmed M8–M22), ≥30 written case studies (-6 pages) and photo essays (10 images per country). Content will be culturally reviewed, professionally subtitled (EN + ≥1 local language) and accessible. Stories will be disseminated via the website, YouTube, social media and national media, with engagement tracked through views, shares, feedback and sentiment analysis. **Results:** 6 documentaries; ≥30 case studies; ≥60 photos; online multimedia gallery; ≥10 media placements. **KPIs:** ≥ 40,000 stakeholders across	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW)	1- BEN 2- COO 3- BEN 4- BEN 5- BEN 6- BEN 7- COO 8- BEN 9- BEN	No

		digital channels; ≥70% positive sentiment; ≥ 30 case study shares; ≥1 photo essay award.	10- TVET Authority (KE)	10- BEN	
T5.3	National Dissemination Events & Policy Forum Activation	6 national multiplier events (M26–M28) will engage approximately 35 stakeholders per African country, including VET providers, policymakers, employers, community organisations and learners, to showcase project resources, Work-Based Learning (WBL) tools and graduate outcomes. The events will facilitate structured policy dialogue and co-design discussions on scaling, institutional uptake and sustainability pathways. All events will be delivered in relevant local languages, fully documented through reports, attendance lists and feedback surveys and will generate concrete follow-up actions to support national-level impact. **Results:** 6 national event reports; feedback surveys. **KPIs:** ≥35 participants per national event; ≥10 social media mentions; ≥80% positive feedback.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- COO 3- BEN 4- BEN 5- BEN 6- BEN 7- COO 8- BEN 9- BEN 10- BEN	No
T5.4	National Policy Briefs & Global White Paper	6 country policy briefs (12–15 pages) and 1 global White Paper (30 pages) will consolidate project evidence into actionable recommendations on curriculum integration, RPL, WBL, financing and policy reform. The White Paper will address adaptation of EU frameworks, effectiveness of integrated skills, WBL/RPL models and investment returns. All outputs will be peer-reviewed, open access and disseminated to ministries, TVET authorities, donors and academia. **Results:** 6 policy briefs; 1 White Paper; peer-review reports; dissemination logs. **KPIs:** All briefs by M28; White Paper by M30; ≥9 official acknowledgements; ≥5 policy dialogues; ≥3 recommendations adopted/under review; ≥200 downloads.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- COO 3- BEN 4- BEN 5- BEN 6- BEN 7- COO 8- BEN 9- BEN 10- BEN	No
T5.5	Final European Conference	The Final European Conference (Paris, M30) will bring together policymakers, VET providers, practitioners, researchers, employers and development partners to present project results and formally launch the Global White Paper under T5.4. The conference will showcase evidence, policy recommendations and good practices emerging from the project and will act as a platform to confirm sustainability pathways, governance arrangements and opportunities for future collaboration and funding. **Results:** Final European Conference proceedings; conference agenda and speaker list. **KPIs:** Conference delivered by M30; ≥50 participants; ≥85% participant satisfaction; ≥10 high-level policy or institutional representatives engaged.	1- DEFOIN (ES) 2- SYNCNIFY (FR) 3- HBC (FI) 4- Eurotraining (EL) 5- BUNI (TZ) 6- ECA (NI) 7- Hapa Space (GH) 8- SACIT (SA) 9- Rwanda TVET (RW) 10- TVET Authority (KE)	1- BEN 2- COO 3- BEN 4- BEN 5- BEN 6- BEN 7- COO 8- BEN 9- BEN 10- BEN	No

Milestones and deliverables (outputs/outcomes)

Milestone No (continuous numbering	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date	Means of Verification

not linked to WP)						(month number)	
MS5	Dissemination & Policy Cycle Completed	5	SYNCNIFY (FR), Hapa Space (GH)	All dissemination and policy activities are completed. 6 national multiplier events and 1 final European conference (Paris) position Africa Re Work within EU and international VET policy dialogue. The 6 national policy briefs and Global White Paper are published and shared with governments, development partners and academia.		M30	6 national events + 1 European conference delivered; 6 policy briefs + 1 White Paper published; ≥40,000 stakeholders reached via digital channels.
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D5.1	Project Website & Knowledge Platform	5	SYNCNIFY (FR), Hapa Space (GH	DEC —Websites, patent filings, videos, etc	PU — Public	M6	D5.1 will establish a central online hub for Africa Re Work, hosting a searchable OER repository, news, events and multimedia. Built on an open-source CMS, it will mobile-friendly, low-bandwidth, analytics-enabled and offers multilingual navigation with resources available in multiple languages.
D5.2	Storytelling Campaign Assets	5	SYNCNIFY (FR), Hapa Space (GH	DEC —Websites, patent filings, videos, etc	PU — Public	M20	D5.2 will deliver a multimedia collection with 12 short films, ≥50 case studies, 6 photo essays and 1 interactive story map, all culturally reviewed, subtitled in English and ≥1 local language and published in a searchable, multilingual online gallery.
D5.3	National Policy Briefs & Global White Paper	5	SYNCNIFY (FR), Hapa Space (GH	R — Document, report	PU — Public	M28	D5.3 will produce 6 country briefs (12–15 pages) and 1 Global

							White Paper (50–60 pages) on microlearning, RPL, WBL and policy alignment. All outputs will be externally peer-reviewed, evidence-based, published as accessible PDFs with executive summaries, primarily in English with selected translations.

Events meetings and mobility

Events meetings and mobility
This table is to be completed for events meetings and mobility that have been mentioned as part of the activities in the work packages above
Give more details on the type, location, number of persons attending, etc.

Event No (continuous numbering linked to WP)	**Participant**	**Description**					**Attendees**
		Name	**Type**	**Area**	**Location**	**Duration** (days)	**Number**
E1.1	Partners: All 10 Consortium Partners	Kick-off Meeting	Transnational Project Meeting	Project governance setup, financial rules workshop and detailed roadmap alignment.	Madrid, Spain	2 days	22-25 attendees (in total) (single event)
E1.2	Partners: All 10 Consortium Partners	Mid-Term Meeting	Transnational Project Meeting	Joint work + management (risks/financial/ alignment)	Pretoria, Gauteng, South Africa	2 days	22-25 attendees (in total) (single event)
E1.3	Partners: All 10 Consortium Partners	Final Partnership Meeting	Transnational Project Meeting	Joint work + management (risks/financial/ alignment)	Paris, France	2 days	22-25 attendees (in total) (single event)
E3.1	All Partners; VET educators;	In-person bootcamp	Capacity building & staff mobility	Educator professional	6 African countries:	2 days	30 attendees (in total): 25 attendees +

	Institutional representatives			development	Tanzania, Rwanda, Kenya, Ghana, Nigeria, South Africa		6 project staff per event
E3.2	African partners; VET leaders; government officials; employers, community reps; learners	Employability, WBL, RPL, policy dialogue	Stakeholder dialogue & policy engagement	Public-Private Dialogue forums	6 African countries: Tanzania, Rwanda, Kenya, Ghana, Nigeria, South Africa	1 day	25–30 attendees per forum. At least 5 employers + government official + 3 community/learner representatives + 2 project staff
E5.1	African partners; National VET authorities; educators; employers; community leaders; policymakers; learners; media	National Multiplier Events	Dissemination & scaling engagement	National dissemination events showcasing project impact t	6 African countries: Tanzania, Rwanda, Kenya, Ghana, Nigeria, South Africa	1 day	35–40 per event: educators + 5–8 employers + community representatives + learner voices + media + government TVET officials
E5.2	All Partners; Stakeholders: policymakers, practitioners, researchers	Results dissemination, White Paper & CoP launch	Dissemination & exploitation	European Final Conference	Paris, France	1 day	50-60 attendees: 10 project partners + 10 policy/government representatives + 10 international VET practitioners + 10 researchers + 10 donors/funding agencies

Timetable

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: *Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.*

ACTIVITY	YEAR 1				YEAR 2				YEAR 3	
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2

Task 1.1 - Governance, Planning and Monitoring Framework										
Task 1.2 - Quality Assurance Framework Implementation										
Task 1.3 - Transnational Meetings & Financial Control Mechanisms										
Task 1.4 - Sustainability Strategy & Risk Management Framework										
Task 2.1 - Market Skills Gap Analysis & Indigenous Technology Mapping										
Task 2.2 - Curriculum Design Using ADDIE Model & Modular Framework										
Task 2.3 - Trainer Material Development & Accessibility Enhancement										
Task 2.4 - Pilot Implementation, Evaluation & Iterative Refinement										
Task 3.1 - VET Educator Professional Development Program										
Task 3.2 - Institutional Policy Development for Recognition of Prior Learning (RPL)										
Task 3.3 - Educator Support Unit Establishment & Ongoing Mentoring										
Task 3.4 - Public-Private Dialogue Forum Facilitation										
Task 4.1 - Enterprise Mapping & Employer Engagement Strategy										
Task 4.2 - Work-Based Learning Framework Development & Employer Guidance										
Task 4.3 - Work-Based Learning Coordination & Learner Placement Management										
Task 4.4 - Employer Community of Practice & Sustainability Planning										
Task 5.1 - Communication Strategy, Brand Identity & Website Development										
Task 5.2 - Africa Re Work Voices - Storytelling Campaign										
Task 5.3 - National Dissemination Events & Policy Activation										

Task 5.4 - National Policy Briefs & Global White Paper										
Task 5.5 - Final European Conference										

#§WRK-PLA-WP§#

#@ETH-ICS-EI@#

5. OTHER

5.1 Ethics

Ethics (if applicable) *If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.* *Describe how you will ensure gender mainstreaming and children's rights in the project activities.*
All activities involving human participants will undergo prior risk assessment, with appropriate safeguarding and monitoring measures in place to ensure their protection, dignity, and well-being. The project will fully comply with all applicable national legal and ethical requirements. Any collection or processing of personal data will be conducted lawfully, transparently, and securely, in full accordance with the EU General Data Protection Regulation (GDPR) and relevant national legislation throughout the project lifecycle.

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5.2 Security

Security
Not applicable.

#§SEC-URI-SU§# #@DEC-LAR-DL@#

6. DECLARATIONS

Double funding	
Information concerning other EU grants for this project ⚠ *Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).*	**YES/NO**
We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant *(including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc)*. If NO, explain and provide details.	YES
We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant *(including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc)*. If NO, explain and provide details.	YES

Financial support to third parties (if applicable) *If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.*
Not applicable.

Seal of Excellence (if applicable) *If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence.* *In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.*

Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?	YES

#§DEC-LAR-DL§#

ANNEXES

LIST OF ANNEXES

Standard
Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Lump Sum Grants (see Portal Reference Documents)*
CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*
Annual activity reports (annex 3 to Part B) — *not applicable*
List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Special
Other annexes — *mandatory, if required in the Call document/Programme Guide*

LIST OF PREVIOUS PROJECTS

List of previous projects

Please provide a list of your previous projects for the last 4 years.

Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
DEFOIN (ES)	101128733 - DIGIBUILD: Building Digitalisation in the Green Sector (Erasmus+)	01 Feb 2024 - 31 Jan 2027	COO	€ 400.000	https://digi-build.eu
DEFOIN (ES)	2023-1-AT01-KA220-ADU-000153178 - DIGITMI: Empowering digital entrepreneurial skills of unemployed or in transition adults through microlearning (Erasmus+)	01 Oct 2023-30 Apr 2026	BEN	€ 250.000	https://digitmilearning.infoproject.eu
HBC (FI)	101056033 - Open Business for Community Development (OBCD) (Erasmus+)	01 Jun 2022-31 May 2024	BEN	€ 1.474.914	https://www.obcdproject.eu
HBC (FI)	101132815 - GreenLab: Greening Labour Market through VET–Employers Partnerships (Erasmus+)	01 Jan 2024-31 Dec 2026	BEN	€ 898.910	https://www.greenlabproject.eu
Eurotraining (EL)	101092398 – ADDUPT: Addressing Skills Mismatching in the Green Sector through Digital Upskilling of VET (Erasmus+)	01 Jan 2023-31 Dec 2025	BEN	€ 396.428	https://addupt.eu
Eurotraining (EL)	101092399 - S.E VET: Developing Social Entrepreneurship Schemes for VET	01 Jan 2023-31 Dec 2025	BEN	€ 382.543	https://sevet.eu

	Institutions in Neighbourhood East (Erasmus+)				
SYNCNIFY (FR)	101183285 – SEEDS: Sowing agroEcological education in the VET sector (Erasmus+ CB-VET)	01 Jan 2025-31 Dec 2026	BEN	€ 400.000	Not available
SYNCNIFY (FR)	101182863 - UNVEIL: Unveiling the Intelligent Web Ecosystem in the Sub-Saharan Region (Erasmus+ CB-VET)	01 Jan 2025-31 Dec 2026	BEN	€ 400.000	https://unveilproject.eu
SACIT (SA)	101179402 - Transforming STEM Teacher Education in South Africa through Self-Directed OEP (Erasmus+)	18 Dec 2025-31 Jan 2027	BEN	€ 400.000	https://www.tedsoep.org
SACIT (SA)	400610189 - SUCSESS: Strengthening University–Enterprise Cooperation in South Africa (Erasmus+)	15 Jan 2020-14 Jan 2023	BEN	€ 500.000	https://sucsessproject.co.za
BUNI (TZ)	101128313 - UNIHUBS: Fostering Innovation in African HEIs to enhance their relevance for the digital innovation labour market (Erasmus+)	01 Jan 2024-31 Dec 2026	OTHER	€ 799.944	https://unihubs.eu
BUNI (TZ)	101182863 - UNVEIL: Unveiling the Intelligent Web Ecosystem in the Sub-Saharan Region (Erasmus+ CB-VET)	01 Jan 2025-31 Dec 2026	BEN	€ 400.000	https://unveilproject.eu
TVET Authority (KE)	101183437 - PRO-S: Promoting Sustainability and Innovation in Agricultural TVET (Erasmus+)	01 Jan 2025-31 Dec 2026	BEN	€ 400.000	Not available
TVET Authority (KE)	101129220 - TourEdu4All: Opening Tourism VET for Vulnerable Groups (Erasmus+)	01 Dec 2023-30 Nov 2026	BEN	€ 399.766	https://evbb.eu/project/touredu4all/
ECA (NI)	101016687 - AfriConEU: Trans-Continental Networking Academy (Horizon 2020)	01 Jan 2021-31 Dec 2024	OTHER	€ 2.229.938	https://africoneu.eu
ECA (NI)	101182863 - UNVEIL: Unveiling the Intelligent Web Ecosystem in the Sub-Saharan Region (Erasmus+ CB-VET)	01 Jan 2025-31 Dec 2026	BEN	€ 400.000	https://unveilproject.eu
Hapa Space (GH)	101128313 - Fostering Innovation in African HEIs for the Digital Labour Market (Erasmus+ CB-HE)	01 Jun 2024-31 Jul 2027	BEN	€2.292. 812, 50 €	https://unihubs.eu
Hapa Space (GH)	101135194 - SEADE: Strengthening the EU-	01 Feb 2024-31 Jan 2026	BEN	€ 2.292.813	https://www.seade-project.eu

	AU Digital Ecosystem (Horizon 2020)				
Rwanda TVET (RW)	101183437 - PRO-S: Promoting Sustainability and Innovation in Agricultural TVET (Erasmus+)	01 Jan 2025-31 Dec 2026	BEN	€ 400.000	Not available
Rwanda TVET (RW)	101242513 - Tech4SM: Preparing TVET Schools to Reintegrate Young Single Mothers (Erasmus+)	01 Jan 2026-31 Dec 2028	BEN	€ 399.443	Not available